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Author's Detailed Bio:

Linda Kreger Silverman, Ph.D., is a licensed psychologist, noted author, editor, researcher, and popular speaker. She earned her Ph.D. in Special Education and Educational Psychology in 1973 under the direction of Leo Buscaglia at the University of Southern California. Dr. Silverman founded and directs the Institute for the Study of Advanced Development and its subsidiaries, the Gifted Development Center and the Visual-Spatial Resource, in Denver, Colorado. Her research on giftedness led to discovering that one-sixth of the gifted population suffers from hidden learning disabilities, and at least one-sixth of the learning disabled population demonstrates visual-spatial gifts. A passionate advocate for both gifted and learning disabled children, Dr. Silverman affirms the positive aspects of thinking and feeling differently.

With 40 years of experience studying the gifted and a Ph.D. in learning disabilities, Dr. Silverman has become internationally recognized for her expertise on the assessment of twice-exceptional children. In the last 23 years, over 4,200 children have come to the Gifted Development Center for assessment from all over the world, and the vast majority of these children are both gifted and learning disabled.

Formerly the Co-Director of Special Education at the University of Colorado, Dr. Silverman has taught "Emotional Needs of Handicapped Children"; "Information Processing"; "Seminar in Special Education"; "Practicum with Educationally Handicapped"; and "Teaching the Learning Disabled in the Regular Classroom." In 1980, she won a Bureau of the Education of the Handicapped grant to establish the first training program for teachers of gifted/handicapped children at the University of Denver.

A prolific writer, Dr. Silverman has written four books on identifying and serving learning disabled preschoolers in Head Start Programs: *Cognitive Skills, Auditory-Language Skills, Visual-Motor Skills*, and *Gross Motor Skills*. She also wrote a manual on *Information Processing* to help regular classroom teachers understand how to meet the needs of mainstreamed learning disabled students. She began contributing new knowledge to the field with her Ph.D. dissertation in 1973 on *The Effects of Rule Induction versus Association in Verbal and Nonverbal Modes upon the Acquisition of a Miniature Linguistic System by Learning-Disabled Children*. Her most recent chapter on "Gifted Children with Learning Disabilities" appears in the third edition of the *Handbook of Gifted Education* (2003). Numerous articles on visual-spatial learners and dual exceptionality can be downloaded from her award-winning website: www.gifteddevelopment.com.